

CALS Curriculum Committee Meeting
February 21, 2025
McCarty Hall D Rm. 1044/1045
1:00 p.m.

Via Zoom: <https://ufl.zoom.us/j/355458614>
Meeting ID : 355458614

Members: D. Coenen, T. Easterly, D. Gabriel, B. Gankofskie, V. Hull, P. Inglett, T. Johns, P. Johnson, B. Kassas, R. Koenig J. Larkin, T. Martin, A. Mathews, H. McAuslane, G. Nunez, T. Rashed, J. Scheffler (Chair), B. Schutzman, A. Watson, J. Weeks, A. Wysocki

Agenda and Index for Materials

Approve Minutes from the January 24, 2025 meeting

Dr. Mathews: Update from UCC

Undergraduate New Course Proposal

1. MCB 4XXXC – Biotechnology Aptitude and Competency Experience Capstone (req. #20920)

Recycled item

2. AEB 2XXX – World Agricultural Policy (req. #20379)
Recycled 9/20/2024 as AEB 2XXX – World Agricultural and Environmental Policy
Previous comments: **Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Weeks to recycle this item back to the submitter for required updates and resubmission. The motion was approved. The course prefix needs to be changed to AEB. In the course title at the top of the cover sheet Agriculture needs to be changed to Agricultural. Justify the use of Environmental Policy in the course title. There was discussion as to whether Economic Policy is more appropriate. The syllabus must contain course objectives. The course description on the UCC form and in the syllabus must match. Any additional information can be listed under another heading. The percentages in the description of graded work total 99.9% not 100%. In the section of the syllabus that gives 10 points for the evaluation of other student submissions it should say watch and evaluate. Include some directions on how to evaluate other students. In the section on academic honesty in the syllabus remove the sentence beginning with furthermore regarding the student's obligation to report. This has been removed from the policy.

**CALS Curriculum Committee Meeting
Minutes from January 24, 2025
Submitted by James Fant**

Members Present: D Coenen, T. Easterly, D. Gabriel, B. Gankofskie, V. Hull, T. Johns, P. Johnson, R. Koenig, T. Martin, A. Mathews, H. McAuslane, T. Rashed, J. Scheffler, B. Schutzman, A. Watson

Substitutes: Melissa Jones for J. Larkin

Visitors: Jennifer Vogel

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met in McCarty Hall D Rm. 1044/1045 on January 24, 2025. Dr. Scheffler called the meeting to order at 1:00 p.m.

Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives: <https://cals.ufl.edu/faculty-staff/committees/>

Approval of Minutes: A motion was made by Dr. Martin to approve the minutes from the December 20, 2024, meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.

Links: Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
For Graduate Grades – <https://catalog.ufl.edu/graduate/regulations/#text>
Syllabus Statements – https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
Writing Learning Objectives - https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf.

Dr. Mathews – Update from UCC:

CALS submissions at Jan UCC:

- Modifications to BA in Env Science and BS in Env Science – CA with minor edits
- Horticulture Therapy Certificate – Approved
- AEB 2XXX – Valuing Circular Food Economies (Quest 2) - approved
- Other Quest 2 courses that were conditionally approved with minor edits:
- AEB 2XXX Economics of Eating, AEC 2XXX People and Big Data, IDS 2XXX – Plants for Human Medicine
- HOS 2XXX Ethnohorticulture - recycled

Other announcements:

- Summer 2025 Preview advisor applications now open
- Catalog revisions for 2025-26 – email will come out next week requesting edits and will be due March 28th

- Feb 14 – UAC advisor conference, registration closes 1/31/25
- Civic Literacy – students can no longer just place out but required to take an exam AND a course.
- Remind faculty to attest course materials have been reviewed and are appropriate via ONE UF.
- Task force on course description format is underway, will likely match that of Gen Ed course description requirements.
- Homecoming – date - Oct 18, 2025, has been decided. Note for fall syllabus dates.
- UF Academic Assessment conference – April 14-16 – taking call for programs now

Dr. Coenen – Update from GEN-Ed Committee: Gen Ed Committee notes 1/10/25

- All Gen Ed courses now need to be reviewed on an annual basis for compliance. More info on process coming.
- Rick Stepp is new Quest director. Quest will become more of a program than just a course designation; i.e. a course might be a Quest course even if it doesn't meet the new Gen Ed standards.
- Course descriptions should be written in sentence fragment style for conciseness.
- Course descriptions must include verbatim catalog wording, but *can* be expanded on. For clarity, recommend that CALS continue to ask instructors to do this under a separate “Additional course information” subheading.
- Gen Ed Audit Subcommittee meeting notes 1/24/25
- Working on an updated Gen Ed audit survey for questions under subcommittee’s purview (SB266 stuff is not part of our responsibility)
- Working on a new Gen Ed syllabus template

CALS Dean Dr. Kati Migliaccio: Dr. Migliaccio discussed [AI - University of Florida](#)

Graduate New Course Proposal

1. AEC 6XXX – Effectively Communicating Agricultural and Natural Resources Policy Issues (req. #20649)

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to recycle this item back to the department for required updates and resubmission. The motion was approved. The course description on the UCC form and in the syllabus must match. There is concern with the course being proposed as three credits since it only meets for two periods once a week. The course should probably two credits. The number of course credits need to be included in the syllabus. The first course objective should be split into two separate objectives. Since this course will be co-taught you need to include a copy of the undergraduate syllabus with the submission. A separate document that outlines the differences between the graduate and undergraduate version needs to be included with the submission. List any alternatives for the field trips if they get cancelled. Indicate the penalty for a missed field trip. Dr. Koenig and Dr. Easterly can be contacted to provide language regarding the field trips. Indicate if there are any assignments attached to the field trips. Outside consultations from the Department of Food and Resource Economics and the School of Forest, Fisheries, and Geomatics are requested to ensure there is not significant overlap with an existing course. Additional comments on review sheet: [20649 CCC Review Sheet correct.docx](#)

2. FNR 6XXX – Foundations of Geospatial AI for Natural Resource Management (req. #[20849](#))

A motion was made by Dr. Coenen to approve this item as submitted. The motion was approved. There was a recommendation for more detail on the assignments which is detailed here on CCC review sheet: [20849 CCC Review Sheet.docx](#)

3. FNR 6XXXC – Lidar Remote Sensing for Forestry Applications (req. #[20744](#))

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Koenig to recycle this item back to the submitter for required edits and resubmission. The motion was approved. Please see the comments in Teams from Dr. McAuslane and Dr. Koenig. There should be safety language included with the description for the labs. Here are CCC comments on review sheet: [20744 CCC Review Sheet.docx](#)

4. WIS 6XXX – Comparative Forensic Vertebrate Morphology (req. #[20712](#))

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Koenig to recycle this item back to the submitter for required edits and resubmission. The motion was approved. Please see the comments in Teams from Dr. Weeks and Dr. McAuslane. Here are comments on CCC review sheet: [20712 CCC Review Sheet.docx](#)

Graduate Course Change Proposal

5. HUN 6938 – Community Nutrition Practicum (req. #[20526](#))

A motion was made by Dr. Gankofskie to deny this item. The motion was approved. This proposal needs to be submitted as a new course. The proposed syllabus must include potential office hours. Demonstrate needs to be replaced as the learning verb for course objective #2. Please see the following for assistance regarding learning verbs: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. And here are comments on CCC review sheet: [20526 CCC Review Sheet.docx](#)

Undergraduate New Course Proposals

6. FNR 4XXXL – Advanced Fire Ecology and Management (req. #[20727](#))

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. The syllabus must include a phone number for the instructor. The prerequisite section on the UCC form and in the syllabus should only include prefixes and course numbers. Consider registration being department controlled. Information regarding the required certificate should be included as a separate note in the syllabus. Demonstrate needs to be changed as the learning verb for the third SLO. See the following for assistance:

https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. Consider a different title for the Diversity and Inclusion section of the syllabus. Include a list of alternatives with the course schedule regarding what students do if a burn is cancelled. The CALS Syllabus Statements Boilerplate needs to be updated. The current version can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf. Refer to Dr. Watson's comments in Teams CCC review sheet here: [20727_CCC_Review_Sheet.docx](#)

7. WIS 2XXX – Healthy Wildlife, Healthy People (req. #[20350](#))

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Jones to approve this item with edits required. The motion was approved. The course title and description must match on the UCC form and syllabus. The submission must include a CALS CC Submission Checklist. This can be found at: https://cals.ufl.edu/content/pdf/Faculty_Staff/CALS%20CC%20Checklist.pdf. The syllabus statements need to include the new wording for course evaluations. See additional comments from CCC review here: [20350_CCC_Review_Sheet.docx](#)

Undergraduate Course Change Proposal

8. MCB 3020 – Basic Biology of Microorganisms (req. #[18971](#))

Please be sure to make all requested changes to both the UCC form and syllabus if necessary. A motion was made by Dr. Coenen to approve this item with edit required. The motion was approved. The course description needs to match what is in the catalog. The catalog also lists prerequisites that need to be included in the syllabus. Remove General Education wording from the course description section of the syllabus as this could be confused with the university's Gen-Ed requirements. Most of the learning objectives are not measurable. Please refer to the following link for appropriate learning verbs: https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf. The percentages in the grade distribution section should not total more than 100%. The CALS Syllabus Statements Boilerplate needs to be updated. The current version can be found at: https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf. Refer to Dr. Coenen's comments in Teams from CCC review: [18971_CCC_Review_Sheet.docx](#)

Curriculum

9. Proposed request to offer AEC-TCH specialization through UF Online (req. #[20857](#))

A motion was made by Dr. Coenen to approve this item as submitted. The motion was approved.

10. Proposed Concentration in Animal Molecular and Cellular Biology (M.S.) (req. #[20906](#))

A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. See Dr. Koenig's comments in Teams from CCC review: [20906_CCC_Review_Sheet.docx](#)

Proposed Updates to CALS Syllabus Statements

A motion was made by Dr. Martin to update the CALS Syllabus Statements Boilerplate. The motion was approved.

The meeting was adjourned at **2:51** p.m.

Cover Sheet: Request 20920

New Course MCB4xxx Biotechnology Aptitude and Competency Experience Capstone

Info

Process	Course New Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Monika Oli molli@ufl.edu
Created	1/17/2025 1:24:35 PM
Updated	2/11/2025 12:51:20 PM
Description of request	This course prepares students for the nationally accredited Biotechnology Aptitude and Competency Exam (BACE) and for work in rewarding biotechnology careers

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Microbiology and Cell Science 60100000	Eric Triplett		1/17/2025
BACE syllabus 2025 v2.docx					1/17/2025
College	Pending	CALS - College of Agricultural and Life Sciences			1/17/2025
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|New for request 20920

Info

Request: New Course MCB4xxx Biotechnology Aptitude and Competency Experience Capstone
Description of request: This course prepares students for the nationally accredited Biotechnology Aptitude and Competency Exam (BACE) and for work in rewarding biotechnology careers
Submitter: Monika Oli moli@ufl.edu
Created: 1/17/2025 12:23:24 PM
Form version: 1

Responses

Recommended Prefix MCB
Course Level 4

Course Number xxx
Lab Code C
Course Title Biotechnology Aptitude and Competency Experience Capstone
Transcript Title BACE
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 1

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 1

This is an online asynchronous course with an optional weekly online meeting

Course Description This course prepares students for the Biotechnology Aptitude and Competency Exam (BACE, <https://biotility.research.ufl.edu/bace/>) and to work in biotechnology careers through exploration of industry standards, regulatory requirements, and quality practices in biological production. Students will integrate, laboratory skills, subject matter knowledge with practical applications while developing critical thinking and problem-solving abilities essential for success in the biotechnology industry.

Prerequisites MCB2000L or MCB3020L or MCB3023L

Co-requisites N/A

Rationale for Placement in the Curriculum This strategic capstone course serves as a crucial bridge between academic preparation and professional industry readiness, offering students both a degree and nationally recognized BACE certification. Positioned in the final year, it provides graduates with a significant advantage in the biotechnology sector through validated competencies in regulatory compliance, quality systems, and industry standards. Students gain immediate workforce readiness, reducing on-the-job training requirements while maximizing career advancement opportunities in biomanufacturing, research and development, and quality assurance. This dual-credential approach ensures graduates meet industry demands with both academic excellence and professional competency, enhancing their marketability and potential for success in high-demand STEM careers.

Syllabus Content Requirements All Items Included

CALS Curriculum Committee

Submission Checklist

Updated Sept 2024

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

 MO It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

 MO You **MUST** comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site(<https://cals.ufl.edu/facultystaff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

 MO Submission of a course modification requires both the current version of the course syllabus and the proposed version.

 MO Joint course submissions must include 1) both graduate and undergraduate syllabuses and 2) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

 MO The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

MO The course learning objectives must be consistent with Bloom’s taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-courseobjectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

MO The course schedule should be concise and include the appropriate number of weeks in the semester.

MO All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

MO Outside consultations are required if there is a possibility of the proposed course covering a significant amount of material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

MO Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be “none” or left blank. Junior or senior standing is an acceptable option. A phrase such as “a course in basic biology” is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

MO Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

MO The attendance and make-up policy in a syllabus cannot contradict the university’s policy. Do not include any additional wording to this policy. A statement and link regarding this are included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

MO The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

Biotechnology Aptitude and Competency Experience Capstone

MCB4xxxC
MCB5xxxC

CR 1

This is a joint undergraduate and graduate course

Contact Information:

Instructor: Dr. Monika Oli (moli@ufl.edu) 352-392-8434.

Office: Microbiology and cell science department, Room 1049.

Office hours: 12:00pm – 1:00pm (Friday).

Course time and location

This is an online asynchronous course with an optional weekly live meeting (Monday 12pm-1pm)

Course Fee

\$200 (this amount will cover the BACE exam cost, [BACE Exam: Candidate Resources - Biotility](#))

Course Prerequisites

MCB2000L or MCB3020L or MCB3023L

Course Description

This course prepares students for the [Biotechnology Aptitude and Competency Exam \(BACE\)](#) and to work in biotechnology careers through exploration of industry standards, regulatory requirements, and quality practices in biological production. Students will integrate, laboratory skills, subject matter knowledge with practical applications while developing critical thinking and problem-solving abilities essential for success in the biotechnology industry.

Required Textbook and lab materials

N/A

There is no textbooks and free online resources will be used [BACE Exam: Candidate Resources - Biotility](#) and others

Course Objectives:

By the end of this course, students will be able to:

1. Master technical skills and applications used in biotechnology workplace settings
2. Understand safety protocols and workplace culture in biotechnology environments
3. Apply fundamental concepts of biochemistry and molecular biology
4. Demonstrate comprehensive understanding of biotechnology laboratory techniques
5. Comprehend regulatory requirements and quality practices in biotechnology

Evaluation Methods

- Weekly Quizzes, BACE preparation: 25%
- Major Group Project: 50%
- Final Mock BACE Exam: 25%

Item	UG students		Grad students	
Weekly Quizzes, BACE preparation (10)	25%	250	20%	200
Major Group Project - written	25%	250	20%	200
Major Group Project - presentation	25%	250	20%	200
Final Mock BACE Exam - or passing BACE exam	25%	250	20%	200
Expert interview (25%)			20%	200
	100%	1000	100%	1000

Expert Interview: Graduate students will have an extra assignment worth 250 points. They have to reach out and contact an expert in the field in industry or regulatory affairs and interview them on a topic on their choice, related to their role in the major group project. The submission is graded on the following parts:

1. Background of the person interviewed
2. Current position, authority and daily responsibilities
3. Their career advice for students interested in the field
4. Personal reflection about the position and industry

Grading Scale

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Major Group Project:

Antibiotic Development Simulation (25% of grade) – rotating topics

Project Overview:

Students will work in teams of 5 to simulate the development, approval, and production of a novel antibiotic. Each team will be divided into key stakeholder roles, and members will rotate roles throughout the project phases to gain comprehensive understanding of the process.

This addition creates an engaging, practical component that helps students understand the complex interplay between different aspects of biotechnology product development while building teamwork and communication skills.

Examples of Roles (rotating):

- Project Manager
- R&D Scientist
- Quality Assurance Manager
- Regulatory Affairs Specialist
- Production Manager

Project Phases:

1. Research & Development
2. Industry Collaboration
3. FDA Approval Process
4. Sterile Production Planning

Deliverables:

1. Written Components (25%)
 - Project proposal
 - Technical documentation
 - Regulatory submission drafts
 - Production protocols
 - Final comprehensive report

2. Presentations (25%)

- Phase updates (5-minute presentations after each phase)
- Final presentation (15 minutes + Q&A)

Evaluation Criteria:

- Technical accuracy (25%)
- Regulatory compliance (25%)
- Team collaboration (20%)
- Documentation quality (15%)
- Presentation skills (15%)

Weekly schedule

Summer	Week	Topic	Testing
		Practical Laboratory Portion	
5/12/2025	1	Biotechnology Skills	Quiz 1
5/19/2025	2	Applied Mathematics	Quiz 2
5/26/2025	3	Standard Equipment	Quiz 3
6/2/2025	4	Experimental Design & Data Analysis	Quiz 4
		Knowledge portion	
6/9/2025	5	Technical Skills & Applications	Quiz 5
6/16/2025	6	Safety & Workplace Culture	Quiz 6
6/23/2025	7	Regulation & Quality	Quiz 7
6/30/2025	8	Biochemistry & Molecular Biology	Quiz 8
		Team project	
7/7/2025	9	Research & Development	
7/14/2025	10	Industry Collaboration	
7/21/2025	11	FDA Approval Process	
7/28/2025	12	Sterile Production Planning	Quiz 9 Project quiz
8/4/2025	13	Project presentations and submit written project	Quiz 10 Final (mock) BACE Exam,

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

Netiquette

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion. post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).

When posting on the Discussion Board in your online class, you should:

- Before posting a question to a discussion board, check to see if anyone has already asked it and received a reply.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.

When posting:

- Make posts that are on topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so reader do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source, including AI.
- If you reply to a classmate's question make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.

UF Syllabus Statements

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the ["Get Started With the DRC"](#) webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

For online course with recorded materials the following policy applies:

Our class sessions may be audio visually recorded for students in the class to refer and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give

feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the *UF Conduct Code website for more information*. If you have any questions or concerns, please consult with the instructor or TAs in this class.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

Software Use

All faculty, staff and students at the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Whole Gator App

The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.uf.edu/whole-gator/topics>
Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Cover Sheet: Request 20379

AEB 2XXX: World Agricultural Policy (Q2 Perm.)

Info

Process	Course New/Close/Modify Ugrad Gen Ed Quest Perm
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Madison Henry madison.henry@ufl.edu
Created	8/28/2024 5:16:40 PM
Updated	2/17/2025 3:29:18 PM
Description of request	Quest 2, Social & Behavioral Sciences, International

Actions

Step	Status	Group	User	Comment	Updated
General Education Program Coordinator	Approved	PV - Quest Director	Kendall Kroger		8/28/2024
No document changes					
Department	Approved	CALS - Food and Resource Economics 60060000	Lisa House		8/28/2024
No document changes					
College	Pending	CALS - College of Agricultural and Life Sciences			8/28/2024
No document changes					
Quest Director					
No document changes					
University Curriculum Committee					
No document changes					
General Education Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog Notified					
No document changes					
College Notified					

Step	Status	Group	User	Comment	Updated
No document changes					
General Education Program Coordinator Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 20379

Info

Request: AEB 2XXX: World Agricultural Policy (Q2 Perm.)
Description of request: Quest 2, Social & Behavioral Sciences, International
Submitter: Anne Mathews anne.mathews@ufl.edu
Created: 2/17/2025 1:27:04 PM
Form version: 4

Responses

Recommended Prefix AEB
Course Level 2
Course Number XXX
Category of Instruction Introductory
Lab Code None
Course Title World Agricultural Policy
Transcript Title World Agricultural Policy
Degree Type Baccalaureate
Delivery Method(s) Online
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit No
Amount of Credit 3 credits
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description How can agricultural and environmental policy be used to address emerging food security and environmental threats around the world? This class explores those questions and will focus briefly on the historical development, the current situation, and the future outlook of the food and agriculture sector in various economies globally.
Prerequisites Quest 1 course with a "C" or better.
Co-requisites N/A
Rationale and Placement in Curriculum Quest 2 Course
Course Objectives Information is present on attached syllabus.
Course Textbook(s) and/or Other Assigned Reading Information is present on attached syllabus.
Weekly Schedule of Topics Information is present on attached syllabus.
Grading Scheme Information is present on attached syllabus.
Instructor(s) Dr. Jared Gars
Permanent Quest and General Education Approval Yes
Previous Temporary Approval N/A
Which level of Quest will this course be offered under? Quest 2

Approved Colleges - Quest 2 College of Agricultural and Life Sciences (CALIS)

Quest 2 Objectives Yes
Quest 2 Student Learning Outcomes Yes

Requested GE Classification for Quest 2 S - Social and Behavioral Sciences, N - International
Requested Writing Requirement Classification None

Course Updates: Temporary vs Permanent requests N/A
Attendance & Make-up Yes
Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

CALS Curriculum Committee

Submission Checklist

Updated Sept 2024

NOTE: This checklist must be included with all course and certificate submissions.

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.

Y It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

Y You MUST comply with the CALS Syllabus Policy, including items 1 through 8 and all standard syllabus statements. This document can be viewed at the committee site (<https://cals.ufl.edu/facultystaff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

Y Submission of a course modification requires both the current version of the course syllabus and the proposed version.

NA Joint course submissions must include 1) both graduate and undergraduate syllabuses and 2) a separate document outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

Y The course description on the UCC form and in the syllabus must match and should be no longer than 500 characters. Any other information you wish to include needs to be under a different heading such as background or additional course information.

fg The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. (https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-courseobjectives.pdf). Do not use the words demonstrate or understand when listing learning objectives.

fg The course schedule should be concise and include the appropriate number of weeks in the semester.

NA All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

NA Outside consultations are required if there is a possibility of the proposed course covering a significant amount of material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://approval.ufl.edu/policies/external-consultations/>.

NA Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable. (Graduate courses should not have specific courses listed as prerequisites. If needed a statement of skills required prior to taking the course can be provided under other course information.)

NA Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

fg The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this are included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

fg The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

Certificates

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers. The submission must include intended catalog copy. (Contact Dr. Anne Mathews (anne.mathews@ufl.edu) for further instruction)

Quest 2: AEB 2XXX

World Agricultural Policy

Spring 2025, 3 credits

I. Course Info

Class Detail

- Online Course (100% asynchronous), Material is provided on Canvas Online Learning Management System. No physical class meeting times are required; however, we will have a live discussion session offered at a variety of times of day on the first week of class for credit.

Instructor

- Dr. Jared Gars
- Office: 1123 McCarty Hall B
- Jgars87@ufl.edu
- Phone: 352-294-7692
- Office hours: TBD, In person or on Zoom (Links in Canvas)

Teaching Assistant(s)

- First Last, flast@ufl.edu, Office hours TDB

Course Description

How can agricultural policy be used to address emerging food security and environmental threats around the world? This class explores those questions and focus on the historical development, the current situation, and the future outlook of the food and agriculture sector in various economies globally. Next, the course dives more deeply into the economic and trade environment surrounding agricultural policy, and brings insights from agronomy, environmental science, and international studies.

Quest and General Education Credit

- Quest 2
- Social & Behavioral Sciences
- International (N)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

Required Materials: All required materials will be provided on the website. In lieu of a textbook, there is a set of readings provided for each module. The readings should be treated like a required text, you are expected to read them. In addition to required readings, there will be optional readings listed that can be used to aid in your understanding of the issues presented. Lectures are provided online. These online modules contain video lectures and PowerPoint files that correspond with the lectures.

Course Format: Lectures will be viewed online. It is your responsibility to keep up with the lectures, so plan to spend at least 2-3 hours of viewing time per week which serves to replace normal class periods. In addition to the time spent watching the lectures, you are expected to work additional time to read the material provided and complete homework assignments. This class is asynchronous (we don't all watch the lecture at the same time), but it is not correspondence or self-paced (where you can do the work anytime before the end of the semester). Students are expected to log into Canvas, a password-protected authentication Learning Management System, at least three times per week, on separate days throughout the term.

Class Structure, Readings, etc.: In this class, you will be watching a series of lectures from instructors from around the world, as well as from Dr. Gars. They will be teaching you about the economic environment surrounding food and agricultural policy, production, consumption, and trade. Additionally, there are readings that will be posted on Canvas that will be a key part of homework assignments.

Participation policy: As ongoing collaboration and dialogue are essential for effective online courses, it is imperative that students participate regularly. Your participation is not graded, though your quizzes and discussion posts require that you watch the lectures and read the readings.

II. Graded Work

Description of Graded Work

Item	Frequency	Points per assignment	Total Points	Percentage
Homework	Weekly (see below for details)	40 per module	240	40%
Quizzes	Questions after most lectures (drop the lowest module grade)	40 per module	200	33.3%
Experiential Project	One per semester	100	100	16.6%
Syllabus Quiz	One per semester	15	15	2.5%
Introduction Post	One per semester	15	15	2.5%
Introduction Live Session	One per semester	30	30	5%
Total Possible			600	100%

Graded Components

Quizzes (200pts/600pts)

Quizzes will cover material from both the lectures and the readings. At the end of most lectures, there will be 1-3 questions. In total, there will be 20 questions per module (spread across the lectures and readings), for a total of 40 points. These will be available the entire time the module is open, and you do not have to complete them all at one time. *I suggest you watch a lecture, then answer the questions while the material is fresh.* Once you start any set of quiz questions, you will need to finish it during that sitting (maximum time 5 minutes per question). No make-ups are available because you have access to the quiz questions for the entire module, therefore sudden events should not prohibit you from taking any questions. Additionally, you are allowed to drop one quiz grade (in other words, one set of questions for one entire module). Quizzes are online, and you can access your notes while taking the quiz. However, you are not allowed to take the quiz with other students.

Homework and Reflection posts (240pts/600pts)

- For each Course Module, you must research and write a (1) quality response to topics that are related to both readings and lectures and (1) a reflection post on another student's response. **You must answer a minimum of 1 homework question and 1 reflection post per module (2 posts per module)** Deadlines for the homework questions and reflection posts will be posted on the due dates document and the module pages. It is your responsibility to post in time, canvas will not remind you of the first deadline and 5 points per late post will be deducted (this only applies to the first deadline, no posts are accepted after the end of the module.)

- **Homework:** For this class homework is slightly different than what you might be used to. The first question is merely a starting point. Unlike typical homework, you do not all answer the same question. Once the initial question is answered, you need to do further research to determine what the next step is. This is why it is critical to READ other students posts before preparing your answer. You should read the boards, go research your response, post, and return to follow up.
- **Reflection posts:** Based on another student's homework posts for the prior week, answer the following questions: You are expected to answer the following questions: (1) What is one thing you learned in this post? (2) What was something you wish was discussed but wasn't? (3) What would you want to know more about this?
- In the first week of the module, you will make a homework post and in the second week of the module you will make a reflection post on another student's homework post. You can answer more than the minimum number, however, quality, not quantity, is graded. It is common for students to follow up on an initial answer with additional information as a result of postings by other students or the instructor. These follow up posts count toward the original answer (think of this as a chance to improve your grade), and not as a new answer. Take advantage of this opportunity to add to your posting. If the instructor, TA, or another student asks about your post, follow up. This means it is important to check back after you post your answer.
- Homework responses can be in response to the question posted by the instructor or to peer posts, or instructor follow-up threads. A grading rubric for homework is found below. *NOTE: The homework responses are turned in online and should be thought of as a discussion. This means you can't only participate at one point in time. You are expected to be online at least three times a week and should check the homework boards regularly.*
- In the homework, the **quality** of your responses is more important than the length of the answer. Contributions should be thoughtfully considered and based on one's personal reflections, observations from the readings, lectures, external research, and/or synthesis and consideration of the merits of other student's comments. Homework posts that repeat previous responses do not count. A homework post needs to contain your own analysis of the situation - merely cutting and pasting from a source (even with citation) is not enough to get credit. It is important to cite sources when posting, but please make sure you contribute why the other source is relevant to the discussion. **Please fashion responses using correct grammar and spelling. Important: Citations can be included as links in the post but should be formatted in Chicago style (this includes webpages as well). Please see [Chicago style](#) for reference on how to format your citations within the text and the reference section (if you include one) and there are also further directions and examples on the Canvas landing page.**
- I look for three basic things in each homework post: new information (must be cited correctly and clear what is coming from the citation and from you); response to other students/threads already posted; and your thoughts on the topics.
- Important note about grading of discussion boards: Although the TAs and I will be reading all posts to the discussion boards, for grading, we will randomly choose one of your two main posts to apply the rubric shown below. This means all posts need to be of the minimum quality you would like to receive a grade for.
- Although you will receive one grade per module for your homework and reflection posts, **there are two distinct deadlines.** This is done to help the discussion as it is much better when everyone participates throughout the module, not just on the last day or just on one day. From my past experience in this class, the more frequently you are on the homework boards, the more you will get from the class (both in learning experience and grading).

Homework post Grading information	Excellent	Good/Fair	Poor
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Content 8 pts possible	8 pts: Relates new content to what is being learned in class and cites sources (minimum 2 outside sources).	4 pts: Includes outside information, but mainly as cut and paste, OR includes content, but mainly from lecture and readings.	0 pts: Does not bring in outside information.
Critical Analysis 6 pts possible	6 pts: Contains critical analysis. Adds own thoughts to the material and how it relates. Discusses and adds own opinions with explanations. Contains critical analysis. Adds own thoughts to the material and how it relates. Clearly connects the posting to text or reference points from previous readings, activities, and discussions.	3 pts: Adds opinions but doesn't tie them to the information. Or post answers question but does not relate to the bigger picture.	0 pts: Only states opinion, doesn't support with facts, or doesn't state any opinions, just posts information. Or only repeats what has already been discussed.
Contribution 4 pts possible	4 pts: Furthers the discussion with questions or statements that encourage others to respond. Responds directly to other posts. (Uses phrases such as I agree, I disagree, adding to what xx says...)	2 pts: Participates, and sometimes interacts with others.	0 pts: Posts without interacting.
Professionalism 2 pt possible	2 pt: Posts with proper grammar, spelling, and citations. Does not wait until last minute to post.	1 pt: Some minor grammar, spelling, or citations errors.	0 pts: Does not use proper grammar, spelling, or citations. Does not read other posts.

1. Live Discussions (30pts/600pts) and Extra Credit (10pts/600pts)

- You are required to attend **a live session during the first week** of classes to learn about the class and be able to ask questions about expectations and the syllabus. There will be five scheduled sessions and you must attend at least one. Accommodations will be made for those that cannot attend and provide documentation.
- In the second half of the semester, we will offer additional live sessions on current topics related to class. You will be able to attend one for **extra credit (10 points)**.
- Grading for the live session will be based on your contribution to the discussion, as well as some questions I will ask during the discussion. I will not be lecturing about something you have already watched or read, I will be leading discussion, and this can only work if those in the "room" are prepared to "talk" (can use the chat function and type).
- You can attend more than one extra session (some students enjoy the "live" part of this and participate in more than required), however, this will not change your overall course grade.

2. Experiential Learning Project (100pts/600pts)

- Each student will turn in their own unique **experiential project** analyzing (addressing, describing, discussing) a topic related to international agriculture through the lens of food. In essence, during the first half of the semester,

you will go to one of the international restaurants or markets located in Gainesville (or your city if you are located off-campus) and pick a food to try. You can choose one that is already prepared, you can cook a dish, or choose something such as dates from Egypt or canned fish from Philippines. It is completely up to you as long as it involves experiencing food from one of the regions in the class. You will then develop a project that is based on the food or dish of your choice. You can also just discuss one ingredient in the food or dish. I am giving you the freedom to explore and choose the topic, as long as it relates to international agricultural, with a focus on the economic, policy, and food environment. This should cover any area of the world except for the US but must be about a topic we did not address in class (or have not yet addressed).

- You must provide a picture or video of you in the store or restaurant with the product. In your presentation, you must discuss your experience purchasing/cooking and consuming the product, which part of the product that you will be discussing.
- The project should further demonstrate the following:
 - The historical development of the food/ingredient and agricultural economy surrounding it in the country/region
 - Identify how location and socioeconomic factors relate to you chosen food/ingredient
 - Explain policy, government structures, or processes related to the food in the country/region
 - Explain the cultural aspects of the food/ingredient and compare this to different regions
- Regarding amount of work, think about the time you would spend writing a paper with a minimum of 5 peer-reviewed references, and that's more or less what I am suggesting you spend working on the project. It is worth 15% of your grade, so please take it seriously.
- With your creation, you will need to have audio and video components. You may use PowerPoint, but you are welcome to use other methods (such as a YouTube video) to provide the presentation. *Make sure that you present the inspiration behind the project and why you chose this food, and how it relates to the international agricultural topic and region of your choice (the content).*
- Your presentation will be posted on the class website for other students to view. Feel free to turn in your project anytime during the semester prior to the posted due date.
- If you do not want me to use your project in future semesters as an example, please notify me.

Grades for this project will be based on the following scale:	Points Possible
Creativity Student has taken a concept/idea and applied it in a way that is totally his/her own. The student's "personality/voice" comes through (the presentation is more than a PowerPoint or Prezi lecture with pictures inserted).	15
Content and coherence The project has a message and is coherent, rich in content, and informative to the observer (reader, listener, etc). The project should demonstrate the following: <ol style="list-style-type: none"> 3. The historical development of the food and agricultural economy of the region 4. Identify how location and socioeconomic factors relate to a current situation 5. Explain policy, government structures, or processes related to the region and topic 6. Explain how culture impacts the topic and compare this to different regions 	40
Rigor and Attention to Detail Appropriate information is used to build/create/prepare the project, and the sources are cited and referenced appropriately. Audio and/or visual components are included.	25

Explanation of Project Student clearly and sufficiently explained the meaning and inspiration behind her/his project.	10
Evaluation of Other Student Submissions Watch and comment on at least five other student's submissions.	10
Total Score:	100

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Grading for AEB 3671	A	558+ points	A-	540 – 557 points	
B+	522 – 539 points	B	498 – 521 points	B-	480 – 497 points
C+	462 – 479 points	C	438 – 461 points	C-	420 – 437 points
D+	402 – 419 points	D	378 – 401 points	D-	360 – 377 points
E	Less than 360 points				

Note: Your final grade will be posted on e-learning after the final assignment has been graded. The professor has the right to change this point structure at any point so long as it improves the student's final score.

Please note that grades are not “rounded” or “adjusted” at the end of the term. Haggling over grades at the end of the semester is NOT entertaining. Of course, if there is an error in recording a grade, I will gladly give you the correct points. If you believe that your assignment is incorrectly graded or that your grade is incorrectly posted, please contact me via email as soon as possible. You have seven days after a grade has been posted to voice your concern. After seven days have passed, your posted grade will be assumed to be correct and accurate.

Your grade on e-learning throughout the semester may not reflect your true performance in the course. Do NOT wait until the end of the semester as there is nothing I can do to help at that point. If you have any questions about your score at any point, you may come to me during office hours to clarify the number of points you have and what points will be required to achieve your desired grade.

The use of Chat GPT or any other automated writing tools to generate assignments or other coursework is considered plagiarism and will result in disciplinary action.

III. Student Learning Outcomes (SLOs)

Specific Course Objectives:

1. *Discuss the historical development* of the food and agricultural economy in *different regions* of the world.

Method of assessment: weekly quizzes

2. *Evaluate the current situation* of the food and agricultural economy in *different regions* of the world. Be able to *identify how geographic location and socioeconomic factors relate to the current situation* in the regions studied.

Method of assessment: experiential learning project and reflection posts

3. Critically discuss the outlook for the food and agricultural economy in different regions of the world.

Method of assessment: synchronous and asynchronous discussions

4. Identify and explain policy, structure of related government and industries, and processes related to agriculture in each region studied.

Method of assessment: homework posts and reflection posts

5. Assess comparative advantage of different regions within the agricultural economy. Evaluate how culture impacts the agricultural industry and food consumption in different regions of the world and compare to the United States.

Method of assessment: weekly quizzes, homework, discussions, and experiential learning project

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

Content: Know the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Know the roles of geographic location and socioeconomic factors on the lives of citizens in other countries. (I)

Content: Know key themes, principles, and terminology within agriculture, economics and policy. Know the history, theory and/or methodologies used within that discipline. Identify, describe and explain social institutions, structures and processes related to economics and international trade in agriculture. (S)

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

Critical Thinking: Analyze and evaluate your cultural norms and values in relation to those held by citizens in other countries. (I)

Critical Thinking: Apply formal and informal qualitative and/or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. (S)

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively about topics in an international context. (I)

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively. (S)

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Quest 2).

Recognize how you, as an individual, and you, as a part of a community, can personally contribute now and in your career to addressing food security, agricultural policy, and environmental issues (Gen Ed).

IV. Quest Learning Experiences

1. Details of Experiential Learning Component

See experiential learning project (Section II. Graded Work).

2. Details of Self-Reflection Component

As discussed in the Homework and Reflection posts section, you will be reflecting on the information presented to you. There are 6 reflections assignments throughout the semester (one per module). These are occasions when you will examine what you think, why you think it, and what are the implications of your thoughts for yourself and for others. In your reflection posts, based on another student's homework posts for the prior week, answer the following questions:

- What is one thing you learned in this post that you did not know?
- What was something you wish was discussed but wasn't?
- What would you want to know more about this?

V. Required Policies

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Class recordings

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Evaluation

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.ua.ufl.edu/public-results/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. Address: 3190 Radio Road. Services provided:

- Counseling services
- Groups and workshops
- Outreach and consultation
- Self-help library
- Wellness coaching

Student Success Initiative: <https://studentsuccess.ufl.edu/> Services provided:

- Advising
- Peer mentoring
- Coaching
- Peer tutoring

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Note: The instructor reserves the right to change the terms and dates stated in this course syllabus at any time. Any changes will be communicated in class and on e-learning as an announcement. It is solely the student's responsibility to stay informed of any changes. By enrolling in this course, you are agreeing to the terms outlined in this syllabus.

VI. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<p>Week 1 (Jan 13-Jan17)</p>	<p>Topic: Getting Started Summary: You will attend one of the offered live lectures that introduces the content of the course and how to navigate Canvas to view the lectures and readings, complete quizzes, and post your homework and discussion posts.</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Introduction post on discussion board (15 points) • Introduction live session (30 points) • Syllabus quiz (30 points)
<p>Weeks 2&3 (Jan 20-Jan 31)</p>	<p>Topic: European Union Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • The EU's agricultural policy - Europe's Farm Follies (pg. 1-11; The Economist, 2005) • Reading 2 - EU and US Agricultural Policies: Commonalities and Contrasts (pg. 7-9; Blandford and Matthews, 2019) • England's farmers braced for post-Brexit subsidy gap (pg. 1-7; Evans, 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)
<p>Weeks 4&5 (Feb 3-Feb 14)</p>	<p>Topic: Sub-Saharan Africa Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Agriculture in Africa: Transformation and Outlook (pg. 8-11; NEPAD 2013) • Sustaining African Agriculture: Organic Production (pg. 1-2; UNCTAD 2009) • EU chicken dumping starves Africa (pg. 1-5; Ward 2017) • "Agricultural Jihad": A Hungry Lebanon Returns to Family Farms to Feed Itself (pg. 1-3; Yee 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points)/Reflection post (20 points)

<p>Weeks 6&7 (Feb 17 – Feb 28)</p>	<p>Topic: Russian and the former Soviet Union Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Russia's Economic Crisis and its Agricultural and Food Economy (pg. 1; Liefert and Liefert 2015) • Explainer: Russia's Food War with West Could Hurt Russia the Most (pg. 1; Recknagel 2014) • Organic or Starve: Can Cuba's New Farming Model Provide Food Security? (pg. 1-8; Atwood 2017) • Russia Halts Wheat Exports, Deepening Fears of Global Food Shortages (pg. 1-4; Medetsky and Durisin 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)
<p>Week 8 (Mar 3-Mar 7)</p>	<p>Topic: Experiential project work week</p> <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Experiential project (100 points)
<p>Weeks 9&10 (Mar 10- Mar 28)</p> <p>Spring break (Mar 17 – Mar 21)</p>	<p>Topic: South America Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Why Your Orange Juice Might be from Brazil: Florida's Trees are Dying (pg. 1; Wernau, 2017) • China Wants Food. Brazil Pays the Price (pg. 1-10; Chen and Araújo, 2020) • Will a New NAFTA mean Better Food and Health for North Americans? (pg. 1-5; Jenkins, 2018) • A Fuel Shortage is Crippling Agriculture in Venezuela (pg. 1-10; Kurmanaev and Herrera 2019) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)

<p>Weeks 11&12 (Mar 31 – Apr 4)</p>	<p>Topic: Oceania Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Multinationals, farmers take emissions targets into their own hands (pg. 1-5; Foley, 2020) • Free Trade Agreements: New Trade Opportunities for Horticulture (pg. 2-8; Wainio and Krissoff, 2013) • COVID-19 and the Horticultural Sector: Addressing the Pending Labour Supply Shortfall (pg. 1-10; Sherrell and Howes, 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)
<p>Weeks 13&14 (Apr 7 – Apr 18)</p>	<p>Topic: Asia Summary: Module will cover the history of the region through lectures and readings (in Canvas). The lectures will cover the history, geography, and development of agriculture in the region as well as an overview of the current situation including agricultural and environmental policy, trade, and future outlook.</p> <p>Readings (in Canvas):</p> <ul style="list-style-type: none"> • Rice in Japan: You are what you eat (pg. 1-10; The Economist, 2009) • India Continues to Grapple with Food Insecurity (pg. 2-8; Tandon and Landes, 2014) • Some US Farmers Boxed in by Coronavirus Outbreak (pg. 1-5; King, 2020) • Xi Declares War on Food Waste, and China Races to Tighten its Belt (pg. 1-4; Huang and Qin, 2020) <p>Graded Assignments/Activities:</p> <ul style="list-style-type: none"> • Quizzes (40 pts) • Homework post (20 points) • Reflection post (20 points)